

SCHOOL DISTRICT 63 (SAANICH)
EDUCATION DIRECTIONS COMMITTEE
Agenda

Committee Members: Trustee McMurphy, Chair
Trustee Silzer
Trustee Stelck

Staff Support: Carly Hunter, Director of Instruction
Paul McKenzie, Assistant Superintendent

Partner Representatives: Leila Sinclair-Wise, SAA – Elementary
Kelly deKlerk, SAA – Secondary
Don Peterson STA
Nola Welsh, CUPE
Megan Misovic, COPACS

Other Attendees:

**Tuesday, September 13, 2022
3:00 pm**

A. PRESENTATIONS AND QUESTIONS

1. Moving the Strategic Plan Forward: Sharing the Process: Dave Eberwein/Carly Hunter
2. Framework for Enhancing Student Learning (FESL): Review of the DRAFT Plan for 2022: Carly Hunter

B. ITEMS FOR DISCUSSION

1. No Items.

C. ITEMS FOR RECOMMENDATION

1. No Items.

D. ITEMS FOR INFORMATION

1. No Items.

E. FUTURE AGENDA ITEMS

1. Trauma Informed Practice – Fall 2022



Framework for Enhancing Student Learning (FESL)

September 2022



Introduction

FESL (Framework for Enhancing Student Learning) is a comprehensive approach to continuous improvement. This living document includes input from Saanich Schools staff and an ongoing commitment of collaboration with rights holders, educational partners and the community. Its focus is on increasing student growth.

Most importantly, specific actions to address student needs and evidence samples are included using a transparent structure that is accessible to our stakeholders.

The plan will be posted publicly and prominently.

Context

The Saanich School District has nearly 8,000 students in eight elementary schools, three middle schools, and three neighborhood secondary schools. In addition, the District also provides programming at a Children's Development Centre and two Individual Learning Centres. The South Island Distance Education School is a Kindergarten to Grade 12 school offering online courses to all students in British Columbia. We also have one of the province's most successful International Student programs.

The Saanich Board of Education's Strategic Plan is grounded in several shared beliefs that form the foundation for everything we do:

- Truth and reconciliation with Indigenous communities is central to the work we do and the decisions we make
- Public education is fundamental to our democratic society and provides equity of opportunity for all children
- Public schools have the responsibility to prepare young people to be active participatory members of the community who contribute to a healthy, diverse, socially responsible and environmentally sustainable society.
- Public education is a shared responsibility with the whole community. Decisions made locally by elected Boards of Education and by the Provincial Government must reflect the values and aspirations of a democratic society
- Healthy relationships are the foundation of a successful public education system
- We share responsibility for the health of our planet. Our schools, in the way they function and in the many ways learning occurs, must highlight environmental stewardship
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In Saanich, everything we do is driven by a desire to see students achieve success and personal growth. Our district's success is measured not only by our students' academic accomplishments, but by how well we inspire them to reach their full potential and be outstanding citizens locally and across the globe. .

We are proud of the achievements of our students, both within our system and beyond. As leaders of tomorrow, Saanich School District graduates can be found in post-secondary institutions locally and internationally furthering their education. Building the future leaders of tomorrow is our focus and our passion.

2021/22 PROCESS

Strategic Plan

In 2021/22, the Saanich school board successfully engaged with the community to create a strategic plan for 2022-2027.

The process of creating a new Strategic Plan included:

- Working with Board appointed consultant, Mr. Mike McKay.
- Engaging with the ad hoc Strategic Plan Advisory Committee (SPAC) which was provided terms of reference including the responsibility to review and analyze district data, ministry data and stakeholder feedback.
- Engaging with First Nations rights holders and community stakeholders through a consultation process to review provincial and local data, obtain feedback on areas of focus, and to explore potential strategies moving forward.
- Creating a plan by identifying specific goals based on the evidence available.
- Creating specific action plans which will be reviewed and renewed on a regular basis.

Through this process four Strategic Goals were Identified:

- ❖ **Literacy**
- ❖ **Indigenous Learner Success**
- ❖ **Mental Health and Wellness**
- ❖ **Global Citizenship**

FESL (Framework for Enhancing Student Learning)

Our district's first Framework for Enhancing Student Learning (2022/23) report has been produced with the following understandings:

- Grouping Educational Outcomes into three themes:
 - Human and Social Development;
 - Intellectual Development;
 - Career Development.
- Including data tables and descriptive text which outline strategic connections, goals, current data, specific strategies (current and future) and prospective timelines.
- Using an Annual Enhancing Student Learning Report to indicate progress and including supporting data to the Ministry of Education on a yearly basis.

LEARNING GOALS

THEME 1: INTELLECTUAL DEVELOPMENT	
Goal	To improve student literacy across the curriculum for all students with a particular focus on early learning
Rationale	Equitable access to quality literacy instruction is critical to supporting all learners in reaching their potential
Data	What do FSA results reveal about student learning needs?

2020/21: FSA Reading – Gr 4	Participation	Emerging*	On Track
All	67.4%	12.1%	87.9%
Indigenous	41.5%	35.3%	64.7%
2021/22: FSA Reading – Gr 4	Participation	Emerging*	On Track
All	69.5%	20.5%	79.5%
Indigenous	67.5%	40%	60%

**Students who do not meet widely held expectations for their grade level and require further intervention.*

2020/21: FSA Reading – Gr 7	Participation	Emerging*	On track
All	43.2%	17.5%	82.5%
Indigenous	26.7%	56.3%	43.8%
2021/22: FSA Reading – Gr 7	Participation	Emerging*	On Track
All	51.2%	23.1%	85.9%
Indigenous	41.2%	53.6%	45.4%

**Students who do not meet widely held expectations for their grade level and require further intervention.*

Observations:

- FSA participation rates increased in all categories in 2022 but still need to be a point of focus
- The % of Indigenous students who are emerging increased. This is concerning data and must be addressed

Data Specific Goal:

- Address literacy improvement (reduction in Emerging category) for all learners with a goal of also decreasing the disparity between Indigenous and non-Indigenous learner achievement. We are not seeing any improvement in this area
- Increase % of students who participate in the FSA

What does report card data reveal about a student's literacy needs?

K-5 Spring Report Card Data - Emerging* in:		
	Literacy	Numeracy
2021	189	111
2022	208	136

**Students who do not meet widely held expectations for their grade level and require further intervention.*

% of K- 8 students Emerging in Literacy – Spring 2021 Report Card*excludes SIDES				
	Total Emerging Literacy Students	Children in Care	Indigenous on Reserve	Indigenous off Reserve
Elementary	8.13%	0.53%	14.81%	1.59%
Middle	1.75%	0.00%	12.00%	4.0%

% of K- 8 students Emerging in Literacy – Spring 2022 Report Card*excludes SIDES				
	Total Emerging Literacy Students	Children in Care	Indigenous on Reserve	Indigenous off Reserve
Elementary	8.22%	n/a	28%	2.11%
Middle	4.22%	n/a	14.88%	.59%

How widespread and equitable are early intervention reading programs

**Baseline data to be established in 2023*

Number of primary students supported by Intensive literacy programs	Total students	Indigenous students
2023		

% of K- 8 students Emerging in Literacy – Spring 2022 DLA				
	Total Emerging Literacy Students	Children in Care	Indigenous on Reserve	Indigenous off Reserve
Elementary				
Middle				
Total				

Observations:

- Literacy levels show a need to provide district-wide focus in this area, particularly for on reserve indigenous students.
- The 20/21 data is difficult to use as a baseline as many students were in remote learning and this data was not included.

Data Specific Goal:

- Track learning cohorts over time (i.e. transitions) to demonstrate a decrease in the number of elementary students emerging in literacy of at least 5 %.
- Decrease the % of on-reserve Indigenous students who are emerging in literacy

**Ongoing/
Upcoming
Initiatives**

- Creation of a comprehensive K-12 Literacy Plan with an initial focus on Early Learning.
- Implement an early intervention program at all schools with a focus on equity and current practice
- Continue conversations around ‘equity for all students’ in our schools and between schools.
- Create a literacy resource review which reflects student diversity / inclusion.
- Continue using report card data to track student progress in grade transitions to inform progress.
- Continue support for proficiency-based assessment language and practice at elementary and middle schools.
- Continue exploration of digital portfolios to communicate student learning.

THEME 2: CAREER DEVELOPMENT / INTELLECTUAL DEVELOPMENT

Goal To improve outcomes and opportunities for all Indigenous learners.

Rationale It is a moral imperative to strive for a system where all Indigenous students are educated without encountering barriers or systemic racism to graduate with dignity, purpose and options.

Data **What systemic barriers do Indigenous student graduation rates reveal?
6 Year Graduation Rate**

	Aboriginal Students *	All Students including DL	All Students excluding DL
15/16	46%	80.3%	92.1%
16/17	47%	79.9%	87.6%
17/18	54%	80.2%	88.4%
18/19	52%	82.3%	93.2%
19/20	62%	86%	95.3%
20/21	63%	87.2%	

* Aboriginal is used by the Ministry of Education

Indigenous Adult Graduation Numbers

15/16	17 students
16/17	15 students
17/18	24 students
18/19	21 students
19/20	11 students
20/21	

Observations:

- Indigenous student graduation rates have been improving year over year, but are not yet at the same level as non-Indigenous students.
- This remains an important metric in our goal of improving Indigenous student success and opportunities.

Data Specific Goal:

- Continue to see a year-over-year increase in the graduation completion rate for Indigenous students.

What are some of the barriers that affect opportunities for Indigenous students to graduate with dignity, purpose and options?

Report Card Data Second Semester 2021

Number of students enrolled in each course	Math Principles/Foundations Enrollment	Math Workplace and Apprenticeship Enrollment
Grade 10	26 (96% completion) -5.5% of total registration	28 (93% completion) -31.1% of total registration
Grade 11	13 (100% completion) -6.6% of total registration	43 (93% completion) 25.4% of total registration

Report Card Data Second Semester 2022

Number of students enrolled in each course	Math Principles/Foundations Enrollment	Math Workplace and Apprenticeship Enrollment
Grade 10		
Grade 11		

Observations:

- More Indigenous students enroll in Workplace and Apprenticeship Math classes than Math Principles/Foundations classes.
- While this is partly explained by career program choices (e.g. ILC programs), it does reveal a potential barrier for Indigenous students in pursuit of other post-secondary options.

Data Specific Goal:

- Work with secondary schools to increase the number of Indigenous students taking Math Principles/Foundations by 10% so that greater post-graduation options are available to them.

**Ongoing/
Upcoming
Initiatives**

- Continuation of Family Advocacy EA position for families transitioning into in school learning.
- Continuation of Indigenous Education Coordinator position.
- Refocus of Indigenous Education staffing on Early Literacy for Indigenous students.
- SENĆOŦEN language instruction for all Kindergarten students.
- SENĆOŦEN language instruction for all students at Brentwood Elementary and KELSET Elementary.
- Ongoing and intensive support for teachers implementing the new graduation requirement
- Add additional literacy supports for Indigenous students and closely monitor their progress through report card data.
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THEME 2: Career Development/Intellectual Development

Goal To improve global citizenship for all students

Rationale To provide opportunities and experiences that inspire learners to be knowledgeable, curious and active global citizens who support the wellbeing of oneself, family, community and our environment.

Data **How can we expand and deepen programs that support global citizenship**

Participation in programs that support global citizenship at each level

Secondary	Types of programs	Numbers of students
Middle		
Elementary		

Student Learning Survey

Student Survey – Education Modernization: Engagement in Learning

My learning is connected to the local environment and community (for example, learning things in local parks or businesses).

Students Reporting ‘Agree’ or ‘Strongly Agree’

YEAR	Grade 4	Grade 7	Grade 10	Grade 12
	District Province	District Province	District Province	District Province
2019/20	Not asked	26% 30%	18% 19%	29% 20%
2020/21	Not asked	25% 26%	26% 18%	21% 18%
2021/22				

Student Survey – Education Modernization: Curriculum

At school, are you learning about how human activity affects our environment? (for example, the health of different plants and animals, climate change)

Students Reporting ‘Many Times’ or ‘All of the Time’

YEAR	Grade 4	Grade 7	Grade 10	Grade 12
	District Province	District Province	District Province	District Province
2019/20	31% 29%	60% 60%	50% 47%	49% 41%
2020/21	20% 24%	45% 54%	55% 40%	40% 36%
2021/22				

Student Survey – Improving Student Learning: Social Development

At school, I am learning how to solve problems in peaceful ways.

Students Reporting ‘Agree’ or ‘Strongly Agree’

YEAR	Grade 4		Grade 7		Grade 10		Grade 12	
	District Province		District Province		District Province		District Province	
2019/20	65%	56%	57%	62%	44%	48%	57%	51%
2020/21	61%	55%	63%	60%	52%	47%	52%	50%
2021/22								

Student Survey – Improving Student Learning: Intellectual Development

At school, are you learning ways to become more creative? (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration).

Students Reporting ‘Many Times’ or ‘All of the Time’

YEAR	Grade 4		Grade 7		Grade 10		Grade 12	
	District Province		District Province		District Province		District Province	
2019/20	47%	43%	37%	36%	20%	26%	29%	25%
2020/21	38%	42%	36%	34%	29%	25%	25%	24%
2021/22								

Student Survey – Improving Student Learning: Intellectual Development

At school, are you learning ways to a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions).

Students Reporting ‘Many Times’ or ‘All of the Time’

YEAR	Grade 4		Grade 7		Grade 10		Grade 12	
	District Province		District Province		District Province		District Province	
2019/20	Not asked		50%	53%	44%	49%	55%	49%
2020/21	Not asked		59%	53%	57%	49%	53%	50%
2021/22								

Observations:

- Although our district trends above the provincial average, particularly in grade 11/12, we need to draw more overt connections to the curriculum and better track the experiences of students in all programs

	<p>Data Specific Goal</p> <ul style="list-style-type: none"> • Increase students’ perceptions of critical and creative thinking as measured by the student leaning survey and student focus group data • Do a survey of sustainability programs available at each school throughout the district
Ongoing/ Upcoming Initiatives	<ul style="list-style-type: none"> • Focus on surveying the community and students to establish baseline data on needs • Utilize student-based street data to increase student voice • Expand and support global citizenship programs at the elementary and middle level.

THEME 3: HUMAN & SOCIAL DEVELOPMENT																					
Goal	To improve mental health and wellness for all students.																				
Rationale	Schools are a critical community resource to provide students with access to strategies and some services for mental wellness. We must promote resilience, supportive settings and address barriers to positive mental health.																				
Data	<p>Do students feel they have strategies to care for their mental health?</p> <p>Student Learning Survey</p> <p><i>“At school, I am learning how to care for my mental health.”</i></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Grade 3/4</th> <th>Grade 7</th> <th>Grade 10</th> <th>Grade 12</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td>41%</td> <td>41%</td> <td>30%</td> <td>31%</td> </tr> <tr> <td>20/21</td> <td>38%</td> <td>42%</td> <td>30%</td> <td>25%</td> </tr> <tr> <td>21/22</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Observations:</p> <ul style="list-style-type: none"> • In particular, Grade 12 students demonstrate a decreased understanding of how to care for their mental health. • Less than 50% of students in all grades report a positive finding. <p>Data Specific Goal:</p> <ul style="list-style-type: none"> • Target middle and secondary school mental health literacy to increase student understanding of their mental health care as measured on the student learning survey and in student focus groups. 	Year	Grade 3/4	Grade 7	Grade 10	Grade 12	19/20	41%	41%	30%	31%	20/21	38%	42%	30%	25%	21/22				
Year	Grade 3/4	Grade 7	Grade 10	Grade 12																	
19/20	41%	41%	30%	31%																	
20/21	38%	42%	30%	25%																	
21/22																					

Do students feel a sense of belonging at school?

Student Learning Survey

"Is school a place where you feel like you belong?"

Year	Grade 3/4	Grade 7	Grade 10	Grade 12
19/20	70%	58%	59%	70%
20/21	70%	62%	63%	59%
21/22				

Observations:

- An average of 55% of students across the 4 cohorts felt positive about belonging at school.
- A greater % of grade 12 students felt positive about belonging at school than in the other grades.
- As students get older, they feel less and less prepared to care for their mental health.

Data Specific Goal:

- Increase the % of students who feel a sense of belonging at every grade level.
- Increase students' understanding of their own mental health by 5% at the grade 10 and 12 levels.

**Ongoing/
Upcoming
Initiatives**

- Mental Health Literacy initiative.
- PHE (Secondary Physical and Health Education) curriculum support.
- Staff mental health and wellness capacity building.
- EASE (Everyday Anxiety Strategies for Educators) implementation.
- Digital Literacy support.
- Comprehensive Counselling Support.